

Forsyth Woods Elementary



2014-15 School Improvement Plan

Forsyth Woods Elementary

6651 CURTIS ST, Orlando, FL 32807

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
85%

Alternative/ESE Center
No

Charter School
No

Minority
93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	C	

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	34

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Forsyth Woods Elementary supports the district mission to lead our students to success with the support and involvement of families and the community. There are five district goals that support the achievement of this mission:

1. Intense focus on student achievement
2. High-performing and dedicated team
3. Safe learning and working environment
4. Efficient operations
5. Sustained community engagement

Provide the school's vision statement

Forsyth Woods Elementary supports the district vision to be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Forsyth Woods is a bilingual center, with almost 50% of our students who are English Language Learners. We are also a title one school with 95% of our students qualifying for free or reduced lunch. Our staff works hard to make our families feel welcome and to build relationships. We host multiple events throughout the year to encourage parent involvement. Our teachers provide opportunities for parents to come and learn how to help their students with reading and math. All teachers are ESOL endorsed and use strategies to make instruction comprehensible for all students. We contracted with YMCA to provide structured before and after school activities for our students. We also offer many club and tutoring opportunities after school such as art science and math clubs, chorus, dance team and academic tutoring. We provide transportation for students who participate in tutoring to encourage more students to participate.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Forsyth Woods has high behavioral expectations for students. We have a school wide system of discipline that focuses on character education and pride in the school and community. All students are aware of adults that they can contact if they feel they need help. Our discipline system is structured, providing students with guidance and direction in all activities and in all areas of the school. Our staff also focuses on modeling respect for each other, parents and students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide behavioral system is centered on 5 guidelines for success. These guidelines are posted in every classroom and common area. Teachers introduce, practice and reinforce these guidelines beginning the first day of school. Our common call for attention also stems from these

guidelines. We ask students to "Give me five" and raise their hands when we call for their attention. Students have clear behavioral expectations for hallway and common area protocol as well. Adults are stationed throughout the school during arrival and dismissal to reinforce these expectations. The past three years our school has seen an increase in student achievement. Our school wide behavioral system is part of the reason.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Forsyth Woods partners with several outside agencies to provide our students with counseling services. These providers come to the school and provide services to students. We also have a resource teacher who works specifically with students who need additional behavior support. This teacher strives to build relationships with students and reach the root cause of their behavioral or social issues.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

All teachers meet at least monthly to discuss student data, which includes all of the early warning indicators included in this section. As concerns arise with students, interventions and additional support are put into place. Subsequent progress monitoring meetings monitor the progress and effect of these interventions and support, and changes are made based upon student progress. In addition to these progress monitoring meetings, teachers have MTSS meetings where data is collected weekly for students in serious need.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26	14	21	10	15	15	101
One or more suspensions	3	1	3	8	4	4	23
Course failure in ELA or Math	0	0	36	26	12	40	114
Level 1 on statewide assessment	0	0	0	40	17	31	88

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	10	20	12	25	67

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Forsyth Woods provides daily intervention instruction for students with academic needs. All students who have been retained and/or score a Level 1 on state tests are provided with intensive intervention in reading, which includes small group and computer based instruction. We also have a truancy

intervention plan in place, which begins with notification of absences and includes truancy meetings with parents and the school social worker. Finally, suspensions are monitored closely and additional behavior and academic support is provided to those students. After school tutoring is also offered, which includes transportation, to students with academic needs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/48788>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Forsyth Woods uses the ADDitions Volunteer program and Partners in Education to encourage support from parents and the community. Through these programs we seek to establish partnerships with individuals and organizations to support our teachers and students by providing volunteer hours and services.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Leslie, James	Principal
	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

One member of the leadership team is assigned to coordinate the MTSS process and schedule all required meetings regarding individual students. One member is assigned to work specifically with our students needing the most intensive support. The remaining members are assigned to meet with teachers regularly to progress monitor student data and make recommendations. Our leadership team meets weekly to review all grade levels and departments. We strive to target areas and individuals that need attention and assistance.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Students are given initial assessments at the beginning of the year (school based and district assessments). The data from these assessments is analyzed and students needs are determined. Primarily as it regards to specific benchmark performance in the intermediate grades and as it regards performance in the 5 areas of reading in the primary grades (Phonics, Phonemic Awareness, Comprehension, Vocabulary, Fluency). Once student needs are determined, interventions are planned for students and are provided on a daily basis. Teachers meet regularly with the leadership team to review progress monitoring data as described below.

Title One funds will be used to provide additional staff and materials/training to support our most at-risk students. It will also be used to provide opportunities for our teachers to engage in small group or individually administered assessments to gain more reliable and targeted data on our students that will direct interventions and additional instruction. Finally, these funds will be used to provide after school learning opportunities for our most at-risk students.

District Title II funds will be used to provide opportunities for grade levels/teams to analyze data and plan instruction based upon student performance results. These opportunities will also be used for teachers to work together in PLC's as they learn the new core instructional materials for reading and math.

District Title III funds were provided to purchase an additional bilingual paraprofessional to work with our ELL students.

Supplemental Academic Instruction funds were used to provide an instructional position to work with our most struggling readers individually and in small groups. This instruction is in addition to the core instruction they receive in the classroom.

Forsyth Woods participates in Universal Breakfast and Lunch programs, where all students are provided breakfast and lunch free of charge.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
James Leslie	Principal
David Lawrence	Teacher
	Student
Candice Simmons	Parent
Juma Juma	Parent
Tiffany Posten	Parent
Ismayr Mirabel	Parent
Odanys Peredomo	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The current SAC reviewed last year's plan and made recommendations for revisions. The committee reviewed the student achievement data from last year and determined the plan's effectiveness and areas that needed to be changed/revised.

Development of this school improvement plan

SAC met at the end of the 2013-2014 school year to review progress on the current goals and to provide input on improvement goals for 2014-2015.

Preparation of the school's annual budget and plan

SAC reviewed the funds allocated for school improvement and made recommendations for the use of those funds based upon student achievement data.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Forsyth Woods was allocated \$2,130.00 for the 2013 - 2014 school year. All School Improvement Funds were used to purchase additional research-based reading materials to help our students meet the reading goals set for 2013 - 2014.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Leslie, James	Principal

Duties

Describe how the LLT promotes literacy within the school

Our major initiative for the current school year will be to ensure that our teachers are prepared to meet the demands of the new Florida Standards and the upcoming Florida Standards Assessment. We will also focus on closing the achievement gap and increasing learning gains for our ESE and ELL subgroups.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our teachers focus on collaborative planning. Each team has weekly PLC meetings where they work together to create a common understanding of the standards, what that standard will look like for their students and how they will assess student mastery of the standard.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school uses the district employment website to screen prospective candidates. In order to be considered, all candidates must be highly qualified. Once hired, the school uses its coaches, administrators and other support staff to ensure that teachers receive the appropriate professional development and support to become effective teachers. To promote retention and job satisfaction, new staff meet periodically with administrators and other support staff to ensure they feel successful and to provide support whenever needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each beginning teacher is provided with a mentor. Each mentor has successfully completed district provided training on mentoring and has a proven record of success in his/her classroom. Mentors are also paired with mentees, whenever possible, in the same grade level or academic area in order to provide the most support. Mentors and mentees meet regularly to plan, review questions/concerns and to ensure that the mentee is feeling successful, supported and is demonstrating success. Mentors immediately share concerns with administrators so that additional support from coaches and administrators can be provided.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Forsyth Woods uses the Florida Standards as our curriculum. The instructional resources that are used are research based and support the Florida Standards. Orange County Public Schools also provides the IMS instructional tool for teachers, which includes a scope and sequence, deconstructed standards, measurement topic plans and many additional resources that teacher can use to support their instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Forsyth Woods uses progress monitoring data as well as computer based intervention instruction data to determine students' areas of deficiency. Teachers meet monthly to review current data and monitor progress. This data drives teachers' small group instruction, that takes place in reading and math. It also drives the independent work they give students in work stations. Teachers provide daily intervention to students and the focus of the intervention time is based upon students' data. Finally, students have the opportunity to participate in tutoring after school. The focus of tutoring instruction is also based upon students' data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

Students are provided after school tutoring in Reading 60 minutes per day, two days per week, for 18 weeks.

Strategy Rationale

Tutors use data from Lexia, which students use every day for reading intervention during the school day. This data determines the tutors' target for instruction with students after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Leslie, James, james.leslie@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are given pre, mid and post assessments to assess their progress and the success of the materials used.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming students are provided an orientation with their assigned teachers prior to school starting, to familiarize students and families with the school, academic and behavioral expectations and procedures.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improved Reading proficiency scores on the 2015 Florida Standards Assessment.
- G2.** Improved Math proficiency scores on the 2015 Florida Standards Assessment.
- G3.** Improved science scores on the 2015 FCAT 2.0 state science assessment.
- G4.** Students will achieve proficiency on the Writing portion of the 2015 Florida Standards ELA Assessment.
- G5.**

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improved Reading proficiency scores on the 2015 Florida Standards Assessment. 1a

G039770

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- Journeys Core Instruction Materials, IMS Resources and Lexia Core5 Site License
- Training for teachers on the use of IMS and Lexia Core5

Targeted Barriers to Achieving the Goal 3

- ELL and SWD needs of individual students. Low SES of student population and lack of prior knowledge/experiences.
- Allocation of time for teachers to analyze data and plan for instruction.

Plan to Monitor Progress Toward G1. 8

Teacher use of materials and site license will be monitored to insure all teachers have the materials they need and that they are being used effectively. After data is analyzed from sources listed in the monitoring step, teachers will use the data to inform their instruction to meet students' needs.

Person Responsible

James Leslie

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, I Observation Results, Calendar of Scheduled Meetings and Planning Days, Lexia Usage Reports

G2. Improved Math proficiency scores on the 2015 Florida Standards Assessment. 1a

G039771

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0

Resources Available to Support the Goal 2

- The district will provide teachers with the appropriate materials for Go Math and additional resources from IMS.
- The school will provide teachers with additional resources and support for implementation from our Math Coach and time for data analysis and instructional planning.

Targeted Barriers to Achieving the Goal 3

- Allocation of time on the school master calendar to monitor data and make instructional changes including the development of math fluency.

Plan to Monitor Progress Toward G2. 8

Use progress monitoring data to revise/adjust instructional strategies and benchmarks.

Person Responsible

James Leslie

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Progress Monitoring Meetings and Planning Days, Classroom Walkthroughs, PLC Meetings

G3. Improved science scores on the 2015 FCAT 2.0 state science assessment. 1a

G039772

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Forsyth Woods will participate in the district STEM Grant. Resources provided by this grant are training opportunities for teachers in STEM related strategies, as well as Marzano best practices. The grant will also provide district STEM coaches that will be coming to the school periodically to work with teachers as a follow up to the trainings. The grant will provide performance pay incentives to teachers whose students demonstrate improved achievement.
- The grant will also provide district STEM coaches that will be coming to the school periodically to work with teachers as a follow up to the trainings.
- The grant will provide performance pay incentives to teachers whose students demonstrate improved achievement.

Targeted Barriers to Achieving the Goal 3

- ELL and SWD needs of the student population, high mobility rate and low SES, lack of exposure and prior knowledge of key science concepts and vocabulary

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Meetings of Student Science Achievement Data as measured by Performance Matters Assessments

Person Responsible

James Leslie

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Progress Monitoring Meeting Schedule and Data Submissions

G4. Students will achieve proficiency on the Writing portion of the 2015 Florida Standards ELA Assessment.

1a

G039773

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

FAA Writing Proficiency

Resources Available to Support the Goal 2

- Core Connections will provide staff development for teachers. They will also be providing side by side coaching for teachers in the classroom.

Targeted Barriers to Achieving the Goal 3

- Allocation of time for additional training and coaching opportunities.

Plan to Monitor Progress Toward G4. 8

Progress Monitoring of Writing Data prior to FCAT 2014 through WriteScore/OCPS Writes Assessments

Person Responsible

Schedule

Evidence of Completion

Calendar of Progress Monitoring Meetings and Assesments

G5. 1a

G039774

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Improved Reading proficiency scores on the 2015 Florida Standards Assessment. **1**

 G039770

G1.B2 ELL and SWD needs of individual students. Low SES of student population and lack of prior knowledge/experiences. **2**

 B096067

G1.B2.S2 All students will receive core reading instruction with Journeys, Lexia Core5 and resources from IMS. Teachers will utilize the intervention components to provide Tier 1 and Tier II interventions to meet the individual needs of students. **4**

 S107272

Strategy Rationale

Using these research based materials will help teachers to more precisely target their instruction to meet students' needs.

Action Step 1 **5**

Teachers will use Journeys and Lexia Core5 to provide reading instruction and intervention.

Person Responsible

James Leslie

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher Lesson Plans

Action Step 2 5

Teachers will analyze multiple data sources to determine student needs and plan for instruction using supporting resources from Journeys, Lexia and IMS to address those needs.

Person Responsible

James Leslie

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Scheduled Planning days and Progress Monitoring Meetings

Action Step 3 5

The district will provide all teachers with appropriate instructional materials from Journeys and the school will purchase a site license for Lexia Core5 .

Person Responsible

Schedule

On 8/18/2014

Evidence of Completion

Inventory of materials delivered and usage reports from Lexia.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom Walkthroughs, Progress Monitoring Meetings, PLC Meetings and Planning Days

Person Responsible

James Leslie

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Scheduled Meetings, Teacher Lesson Plans, Progress Monitoring Templates

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Progress Monitoring of Student Data from Lexia and Performance Matters Assessments

Person Responsible

James Leslie

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions

G2. Improved Math proficiency scores on the 2015 Florida Standards Assessment. 1

 G039771

G2.B2 Allocation of time on the school master calendar to monitor data and make instructional changes including the development of math fluency. 2

 B096070

G2.B2.S1 Allocate time for teaches to plan and to meet monthly to monitor data, discuss student progress toward achievement goals and make instructional changes to address student needs. 4

 S107275

Strategy Rationale

With the provision of time, teachers can plan and utilize data to more specifically target students' areas of need.

Action Step 1 5

Allocate time on school calendar for monthly progress monitoring meetings.

Person Responsible

James Leslie

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions

Action Step 2 5

Allocate time on school calendar for teachers to analyze data and plan/revise instruction using the Go Math materials, district resources on IMS and support from our math coach.

Person Responsible

James Leslie

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Scheduled Planning Days

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observation of and participation in progress monitoring meetings and PLC meetings.

Person Responsible

James Leslie

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions, PLC Meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Collection and progress monitoring of student achievement data as measured by Performance Matters assessments, common assessments and Go Math assessments.

Person Responsible

James Leslie

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions, PLC Meetings

G3. Improved science scores on the 2015 FCAT 2.0 state science assessment. 1

G039772

G3.B2 ELL and SWD needs of the student population, high mobility rate and low SES, lack of exposure and prior knowledge of key science concepts and vocabulary 2

B096072

G3.B2.S1 Teachers will use the district order of instruction and the Essential Labs, along with Fusion Science materials to provide instruction to all students, infusing vocabulary development into all lessons. All students will also have the opportunity to participate in lab activities in our STEM Lab. 4

S107277

Strategy Rationale

With consistent science instruction and the addition of lab activities in our STEM Lab, students will be more proficient in demonstrating knowledge of the NGSSS for Science.

Action Step 1 5

Provide teachers with training on IMS and orientation to the STEM Lab so they are familiar with district order of instruction, access to student data and other resources provided to assist them with instructional strategies.

Person Responsible

James Leslie

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Sign-In and Agenda

Action Step 2 5

Allocate instructional time for teachers to implement the components of Fusion, the Essential Labs and the district order of instruction. Create a schedule for teachers to take students to the STEM Lab.

Person Responsible

James Leslie

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans/Daily Schedules

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom Visits, Lesson Plan Reviews, Progress Monitoring of Data through Performance Matters Science Assessments

Person Responsible

James Leslie

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions, Lesson Plans, I Observation Results

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student Achievement Data as measured by Performance Matters Science Assessments

Person Responsible

James Leslie

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Performance Matters Testing Calendar, Progress Monitoring Data Submissions and Meeting Calendars

G4. Students will achieve proficiency on the Writing portion of the 2015 Florida Standards ELA Assessment.

1

 G039773

G4.B1 Allocation of time for additional training and coaching opportunities. 2

 B096074

G4.B1.S1 Allocate funds for substitutes and release time so that 4th grade teachers will have the opportunity to attend writing staff development provided by Core Connections. Core Connections will also provide follow up coaching, scoring and data analysis opportunities for teachers as well. 4

 S107278

Strategy Rationale

Action Step 1 5

Analysis of Writing Data and Modification of Instruction

Person Responsible

Schedule

Evidence of Completion

Calendar of Progress Monitoring Meetings

Action Step 2 5

Side by Side Coaching opportunities will be provided to 4th grade teachers.

Person Responsible

Schedule

Evidence of Completion

Calendar of Scheduled Classroom Visits

Action Step 3 5

Staff Development funding will be provided to the school to pay for substitutes so that teachers can attend training.

Person Responsible

Schedule

Evidence of Completion

Training Agenda, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom Visits, Data Analysis and Progress Monitoring Meetings

Person Responsible

Schedule

Evidence of Completion

IObservation results, Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Progress Monitoring of Writing Data

Person Responsible

Schedule

Evidence of Completion

Calendar of Progress Monitoring Meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Orange - 1971 - Forsyth Woods Elementary - 2014-15 SIP
Forsyth Woods Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1	Teachers will use Journeys and Lexia Core5 to provide reading instruction and intervention.	Leslie, James	8/18/2014	Teacher Lesson Plans	6/3/2015 daily
G2.B2.S1.A1	Allocate time on school calendar for monthly progress monitoring meetings.	Leslie, James	8/18/2014	Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions	6/3/2015 monthly
G3.B2.S1.A1	Provide teachers with training on IMS and orientation to the STEM Lab so they are familiar with district order of instruction, access to student data and other resources provided to assist them with instructional strategies.	Leslie, James	8/18/2014	Sign-In and Agenda	6/3/2015 annually
G4.B1.S1.A1	Analysis of Writing Data and Modification of Instruction		Calendar of Progress Monitoring Meetings	once	
G1.B2.S2.A2	Teachers will analyze multiple data sources to determine student needs and plan for instruction using supporting resources from Journeys, Lexia and IMS to address those needs.	Leslie, James	8/18/2014	Calendar of Scheduled Planning days and Progress Monitoring Meetings	6/3/2015 daily
G2.B2.S1.A2	Allocate time on school calendar for teachers to analyze data and plan/revise instruction using the Go Math materials, district resources on IMS and support from our math coach.	Leslie, James	8/18/2014	Calendar of Scheduled Planning Days	6/3/2015 monthly
G3.B2.S1.A2	Allocate instructional time for teachers to implement the components of Fusion, the Essential Labs and the district order of instruction. Create a schedule for teachers to take students to the STEM Lab.	Leslie, James	8/18/2014	Lesson Plans/Daily Schedules	6/3/2015 daily
G4.B1.S1.A2	Side by Side Coaching opportunities will be provided to 4th grade teachers.		Calendar of Scheduled Classroom Visits	once	
G1.B2.S2.A3	The district will provide all teachers with appropriate instructional materials from Journeys and the school will purchase a site license for Lexia Core5 .		8/18/2014	Inventory of materials delivered and usage reports from Lexia.	8/18/2014 one-time
G4.B1.S1.A3	Staff Development funding will be provided to the school to pay for substitutes so that teachers can attend training.		Training Agenda, Sign-in Sheets	once	
G1.MA1	Teacher use of materials and site license will be monitored to insure all teachers have the materials they need and that they are being used effectively. After data is analyzed from sources listed in the monitoring step, teachers will use the data to inform their instruction to meet students' needs.	Leslie, James	8/18/2014	Lesson Plans, I Observation Results, Calendar of Scheduled Meetings and Planning Days, Lexia Usage Reports	6/3/2015 weekly
G1.B2.S2.MA1	Progress Monitoring of Student Data from Lexia and Performance Matters Assessments	Leslie, James	8/18/2014	Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions	6/3/2015 monthly
G1.B2.S2.MA1	Classroom Walkthroughs, Progress Monitoring Meetings, PLC Meetings and Planning Days	Leslie, James	8/18/2014	Calendar of Scheduled Meetings, Teacher Lesson Plans, Progress Monitoring Templates	6/3/2015 weekly

Orange - 1971 - Forsyth Woods Elementary - 2014-15 SIP
Forsyth Woods Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Use progress monitoring data to revise/adjust instructional strategies and benchmarks.	Leslie, James	8/18/2014	Calendar of Progress Monitoring Meetings and Planning Days, Classroom Walkthroughs, PLC Meetings	6/3/2015 monthly
G2.B2.S1.MA1	Collection and progress monitoring of student achievement data as measured by Performance Matters assessments, common assessments and Go Math assessments.	Leslie, James	8/18/2014	Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions, PLC Meetings	6/3/2015 monthly
G2.B2.S1.MA1	Observation of and participation in progress monitoring meetings and PLC meetings.	Leslie, James	8/18/2014	Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions, PLC Meetings	6/3/2015 monthly
G3.MA1	Progress Monitoring Meetings of Student Science Achievement Data as measured by Performance Matters Assessments	Leslie, James	8/18/2014	Calendar of Progress Monitoring Meeting Schedule and Data Submissions	6/3/2015 every-2-months
G3.B2.S1.MA1	Student Achievement Data as measured by Performance Matters Science Assessments	Leslie, James	8/18/2014	Performance Matters Testing Calendar, Progress Monitoring Data Submissions and Meeting Calendars	6/3/2015 every-2-months
G3.B2.S1.MA1	Classroom Visits, Lesson Plan Reviews, Progress Monitoring of Data through Performance Matters Science Assessments	Leslie, James	8/18/2014	Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions, Lesson Plans, IObservation Results	6/3/2015 biweekly
G4.MA1	Progress Monitoring of Writing Data prior to FCAT 2014 through WriteScore/OCPS Writes Assessments		Calendar of Progress Monitoring Meetings and Assesments	once	
G4.B1.S1.MA1	Progress Monitoring of Writing Data		Calendar of Progress Monitoring Meetings	once	
G4.B1.S1.MA1	Classroom Visits, Data Analysis and Progress Monitoring Meetings		IObservation results, Calendar of Progress Monitoring Meetings, Progress Monitoring Data Submissions	once	
G5.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improved Reading proficiency scores on the 2015 Florida Standards Assessment.

G1.B2 ELL and SWD needs of individual students. Low SES of student population and lack of prior knowledge/experiences.

G1.B2.S2 All students will receive core reading instruction with Journeys, Lexia Core5 and resources from IMS. Teachers will utilize the intervention components to provide Tier 1 and Tier II interventions to meet the individual needs of students.

PD Opportunity 1

Teachers will use Journeys and Lexia Core5 to provide reading instruction and intervention.

Facilitator

Adam Hodges

Participants

All Instructional Staff

Schedule

Daily, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Teachers will analyze multiple data sources to determine student needs and plan for instruction using supporting resources from Journeys, Lexia and IMS to address those needs.

Facilitator

Principal, Assistant Principal, CRT, District Resource Teachers

Participants

All classroom teachers

Schedule

Daily, from 8/18/2014 to 6/3/2015

PD Opportunity 3

The district will provide all teachers with appropriate instructional materials from Journeys and the school will purchase a site license for Lexia Core5 .

Facilitator

District Staff Developers, Houghton Mifflin Reading Consultants, Lexia Consultant

Participants

All classroom teachers

Schedule

On 8/18/2014

G3. Improved science scores on the 2015 FCAT 2.0 state science assessment.

G3.B2 ELL and SWD needs of the student population, high mobility rate and low SES, lack of exposure and prior knowledge of key science concepts and vocabulary

G3.B2.S1 Teachers will use the district order of instruction and the Essential Labs, along with Fusion Science materials to provide instruction to all students, infusing vocabulary development into all lessons. All students will also have the opportunity to participate in lab activities in our STEM Lab.

PD Opportunity 1

Provide teachers with training on IMS and orientation to the STEM Lab so they are familiar with district order of instruction, access to student data and other resources provided to assist them with instructional strategies.

Facilitator

Kimberly Hartley

Participants

All classroom teachers.

Schedule

Annually, from 8/18/2014 to 6/3/2015

G4. Students will achieve proficiency on the Writing portion of the 2015 Florida Standards ELA Assessment.

G4.B1 Allocation of time for additional training and coaching opportunities.

G4.B1.S1 Allocate funds for substitutes and release time so that 4th grade teachers will have the opportunity to attend writing staff development provided by Core Connections. Core Connections will also provide follow up coaching, scoring and data analysis opportunities for teachers as well.

PD Opportunity 1

Side by Side Coaching opportunities will be provided to 4th grade teachers.

Facilitator

Core Connections Consultant

Participants

All 4th Grade Teachers

Schedule

PD Opportunity 2

Staff Development funding will be provided to the school to pay for substitutes so that teachers can attend training.

Facilitator

Core Connections Consultant

Participants

All 4th grade teachers

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Improved Math proficiency scores on the 2015 Florida Standards Assessment.

G2.B2 Allocation of time on the school master calendar to monitor data and make instructional changes including the development of math fluency.

G2.B2.S1 Allocate time for teaches to plan and to meet monthly to monitor data, discuss student progress toward achievement goals and make instructional changes to address student needs.

PD Opportunity 1

Allocate time on school calendar for monthly progress monitoring meetings.

Facilitator

James Leslie, Nikishia Lluvera

Participants

All Classroom Teachers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Allocate time on school calendar for teachers to analyze data and plan/revise instruction using the Go Math materials, district resources on IMS and support from our math coach.

Facilitator

Math Coach

Participants

All Classroom Teachers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Goal 1: Improved Reading proficiency scores on the 2015 Florida Standards Assessment.	20,000
Goal 2: Improved Math proficiency scores on the 2015 Florida Standards Assessment.	63,000
Goal 3: Improved science scores on the 2015 FCAT 2.0 state science assessment.	63,000
Grand Total	146,000

Goal 1: Improved Reading proficiency scores on the 2015 Florida Standards Assessment.

Description	Source	Total
B2.S2.A1	Title I Part A	10,000
B2.S2.A2	Title I Part A	10,000
Total Goal 1		20,000

Goal 2: Improved Math proficiency scores on the 2015 Florida Standards Assessment.

Description	Source	Total
B2.S1.A2 - Math Coach Position	General Fund	63,000
Total Goal 2		63,000

Goal 3: Improved science scores on the 2015 FCAT 2.0 state science assessment.

Description	Source	Total
B2.S1.A2 - Instructional Position for STEM Lab	General Fund	63,000
Total Goal 3		63,000